



“Let your Light shine”

Matthew 5:16

The Polehampton C. of E. Schools

Marking and Feedback Policy

Review Period – annually

Document History

Version	Issue Date	Comments	Total pages	Signed by chair of committee
1	1.9.2020	First joint schools policy		

“Let your light shine” Matthew 5:16

These words of Jesus are at the heart of our school’s vision. They inspire and motivate our whole school community. Jesus reminded us in Matthew’s gospel that we are lights for the world. As we seek to follow him, we share his light with others and change the world!

In this policy, we “let our light shine” by ensuring every child receives effective marking and feedback so they can improve their work and make good progress throughout their time at Polehampton.



Polehampton C. of E. Schools Contents Page

1. Introduction

1.1 Why do we, at Polehampton, value marking and feedback?

1.2 What underpins our marking and feedback policy at Polehampton?

2. Aims

3. Key principles

4. How is marking and feedback achieved at Polehampton?

4.1 Immediate feedback

4.2 Summary and Review

4.2.1 Whole class feedback

4.2.2 Written Feedback

4.2.3 Green and Pink Pens

5. Celebrating resilience and effort

6. Appendices

Appendix 1 - English specific marking and feedback

Appendix 2 - Maths specific marking and feedback

Appendix 3 - Example Whole-class feedback sheet

Appendix 4 - Foundation subject specific marking and feedback

Appendix 5 - Examples of marking in practice



1. Introduction

1.1 At Polehampton CofE Infant and Junior Schools, our community - and our place within it - is at the centre of everything we do. Our vision is to ensure that all of our children's learning is celebrated and enhanced by the provision of effective feedback. Through clear and specific verbal and written marking, our children can identify the next steps in their learning and engage in effective dialogue with their teacher, peers and carers.

1.2 Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) where research shows that effective feedback should:

- Be specific, accurate and clear.
- Encourage and support further effort.
- Provide specific guidance on how to improve and not just tell children when they are right or wrong.
- Effort and resilience is reinforced
- Redirect or re-focus actions to achieve a goal.

2. Aims

At Polehampton, we provide effective written and verbal feedback to:

- Show that we value the childrens' efforts and encourage them to do the same; promoting resilience and effort
- Inform future planning and learning for whole-class and individual needs
- Clearly identify and communicate the next steps in learning
- Encourage children to be self-evaluative and be independent learners
- Challenge and extend childrens' thinking
- Support teachers' assessment by providing clear guidance on marking and feedback at Polehampton
- Ensure a consistent approach across the school

3. Principles of marking and feedback



We believe that through individual and whole-class verbal feedback that:

- The feedback process should be a positive and empowering experience
- The focus should be to further children's learning
- Feedback should identify and address both strengths and areas for development
- Feedback should be delivered at the earliest appropriate opportunity - either within the lesson or at the start of the next lesson – so it will have the most impact on the child and their future learning
- Response time should be embedded in subsequent learning to ensure that the feedback given is actioned and embedded

4. How is this achieved?

4.1 Immediate Feedback

'Immediate feedback' is considered to be feedback at the point of teaching. This type of feedback has been proven to be the most effective on a child's learning and is therefore the priority at Polehampton and will often be seen in the form of:

1. Live marking in lessons - either verbal feedback or using teacher marking codes (see Appendix 1)
2. Self and peer marking within the lesson where they can recognise and guide each others' learning
3. 'Pit Stops' - teacher addresses a specific misconception to guide further learning within the lesson (eg. missing commas after fronted adverbials)
4. Use of a visualiser to highlight key teaching points and/or successes

4.2 Summary and Review

'Summary feedback' is feedback that is given at the end of a lesson or beginning of the next lesson (this can include child led feedback –peer and self). Where appropriate, feedback as a review of learning can be used- this is done away from the point of teaching including use of marking codes (See Appendix 1 and 2)

4.2.1 Whole class feedback



In order for specific, accurate and clear feedback to be effectively relayed, teacher's will make notes in their feedback books after maths and English Lessons and half termly for science and history/geography.

Notes are organised into the following sections to ensure that work is both celebrated and supported:

1. Work to praise/share- three examples of successful work.
2. Need further support- children who have struggled with the objectives and may need a 1:1 conversation before whole class feedback or smaller group work
3. Presentation notes- any issues with presentation such as handwriting.
4. Basic skill errors (e.g. capital letters, times tables) - a maximum of three to be addressed in one feedback session
5. Common misconceptions and next lesson notes- more specific feedback on the lesson linked to the lesson specific learning and success criteria- a maximum of three to be addressed in one feedback session

Based on these notes, teachers will start the following lesson with a whole class feedback session (see Appendix 3 for completed Whole Class Feedback form). Any changes the children wish to make should be done in this session and should be written in purple pencil/pen (Infants) pencil (Juniors) to indicate where editing has been done.

4.2.2 Written feedback

Marking in children's books will be kept to a minimum with only ticks, symbols, stampers or examples of scaffolding evident at an age-appropriate level for the child. There may be more written teacher feedback in Upper Key stage 1/Lower Key Stage 2 , to act as scaffolding to support younger pupils during whole class feedback, if needed. *Eg. A child in year 3 may have CL written in the margin to guide their focus towards their omitted capital letter after it has been discussed as a whole class.* If the learning objective has been achieved, a pink tick should be indicated next to the objective.

Unless indicated, marking is assumed to be done by the class teacher. Where this is not the case, the following is used at the end of the marked piece:

- TA - Teaching Assistant
- Supply - Supply Teacher
- PA - Peer assessment

Where children have received additional support in lessons, this should also be indicated next to it:

Infants



- Teacher supported/TA supported stamp or independent/with support indicated on learning objective sheet

Juniors

- S - Support by Class Teacher
- S TA - Support by Teaching Assistant

4.2.3 Green and Pink pens

Any written feedback from the teacher will be either in pink or green pen. Pink pen celebrates the efforts of the child and may also identify specific and accurate features used. A green pen draws the child's attention to an error that may need addressing and any support that may need to be given. Children are provided with opportunities to address the feedback given and they do so with either a purple pencil/pen (Infant School) or pencil (Junior School).

5. Celebrating resilience and effort

As it is vitally important to boost children's self-esteem, confidence and love of learning: resilience and effort will be celebrated by being awarded up to five house points (Junior School), a 'Star Writer Medal' (Infants), work displayed in Star Writer books and on displays. Stickers and stamps can be used at the teacher's discretion. Exceptional pieces of work can be sent to the Head(s) of School or Executive Headteacher for further reward and recognition (certificate) and shared in a Celebration Assembly at the end of the week.



Appendix 1:

Infant School

English specific Marking and Feedback

- Lesson Objective (LO) and success criteria identified and shared/stuck in book on extended pieces of writing
- As per whole class feedback - up to 3 different basic skill errors and up to 3 'specific learning' errors identified and indicated using target stampers or green pen
- Up to 3 different successes identified and indicated by underlining in pink and/or the success criteria stamper ticked or highlighted in pink pen

Targets

In each classroom, enlarged target stamper images are displayed on our 'Wonderful Words Walls', with a photograph of each child next to the main target they need to focus on. Examples of children's work meeting these targets are displayed next to each image. These target boards are referenced at the beginning of a piece of work, and throughout the lesson, to reinforce targets and celebrate success. As a child achieves a target, their image is transferred to a new overarching target that they now need to address.

Junior School

English specific Marking and Feedback

- Lesson Objective (LO) and Purpose, Audience, Text Type (PAT) to be shared on extended pieces of writing
- As per whole class feedback - up to 3 different basic skill errors and up to 3 'specific learning' errors identified and indicated using the following codes, written in green pen
- Up to 3 different successes identified and indicated using the following codes with a tick, written in pink pen

Spelling

- Common spelling errors addressed in Whole Class Feedback
- Up to 3 different errors identified and indicated by:
- Green wiggly line underneath incorrect spelling



- _____ - written in margin or at end of work for correct spelling to be added on
- Pupils should use a dictionary, partner discussion, or if necessary, further teacher help to try find and correct any identified misspellings in their work
- They should write the correct spelling on the appropriate line indicated by the teacher
- Pupil to add correct spelling to back of books for future reference

Targets

As a result of individual and whole class feedback, children will choose their next step in learning to record as a target on their 'Target Card'.

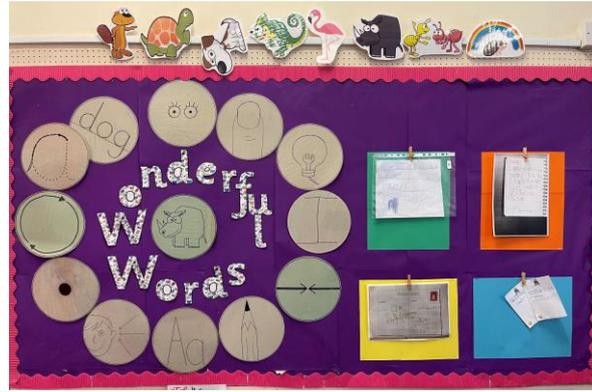
Following an extended piece of writing, pupils should be given time to check their target card and decide if they have completed the listed target. They can write in the 'prove it' box to show successful use of this skill. A new target should then be identified and written on the target card by the pupil.

English Infant marking codes

Target Stamps Key

 Pencil grip	 Letter formation
 Finger spaces	 Letters on the line
 Join handwriting	 Use 'Fred Fingers'
 Check your capitals	 Full stops
 Check spelling	 Spell red words
 Use adjectives/power/wow words	
 Punctuation	 Add more detail
 Use conjunctions	 Use time adverbials
 Use past tense	 Use prefixes or suffixes
 Write in paragraphs	 Write to the finish
 Read and check	 Mistake
 Innovate or use own ideas	

Wonderful Words Wall



English Junior marking codes

CL	Capital letter missing
O	To be written in the gap where there is missing punctuation
^	Identify a missing word(s)
//	Indicate that there should be a new paragraph
....	Check the meaning of a word/phrase and improve it
~~~~	Spelling error - use a dictionary to try and correct it
HW	Handwriting legibility
P	General presentation on the page

O	Correct use of punctuation	O	Onomatopoeia
Ad	Adverb	P	Personification
Adj	Adjective	Prep	Preposition
A	Alliteration	Pro	Pronoun
CC	Coordinating Conjunction	RC	Relative Clause



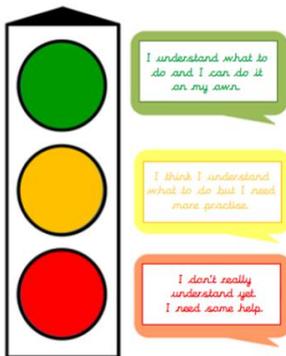
ENP	Expanded noun phrase	S	Simile
FAd	Fronted Adverbial	SC	Subordinating conjunction
M	Metaphor	T	Tense
MV	Modal verb	V	Verb
N	Noun		

## Appendix 2

### Infants

#### Maths self assessment tool

Self Assessment Traffic Lights



#### Maths specific Marking and Feedback

- Learning objective written at the beginning of each lesson and colour coded according to achievement pink- achieved, green to revisit.
- Self assessment traffic light (circle) colour coded by child at end of lesson see above)

#### Maths codes



✓	Correct answer
.	Incorrect answer



**Juniors**

**Maths specific Marking and Feedback**

- Learning objective written at the beginning of each lesson
- Self and peer lead marking for fluency and closed ended questions
- Teacher marked for problem solving and open ended investigations
- As per whole-class feedback - up to 3 scaffolded misconceptions (if needed) written in green biro
- Up to 3 successes identified: written in pink biro

**Maths codes**

✓	Correct answer
.	Incorrect answer
ⒸⒺ	Calculation error - circle the specific error for scaffold where needed
Ⓜ	Incorrect method used
ⓇⓇ	Pink = Effective reasoning Green = Reasoning not accurate or precise
Ⓟ	Presentation is unclear e.g. one number per box not followed
Ⓤ	Units have been forgotten e.g cm, m, kg
Ⓦ	Missing working

**Spelling**

As per English spellings, a green wiggly line to identify the misspelling of maths specific vocabulary e.g. hundreds and thousands. They should write the correct spelling on the appropriate line indicated by the teacher



**Appendix 3 - Whole-class feedback**

- English example
- Maths example

Whole Class Feedback Sheet

Date:

Lesson:

Work to Praise and Share	Need Further Support
<p>Chloe - Excellent use of parentheses in paragraph 2</p> <p>James - Fantastic vocabulary e.g. decrepit</p> <p>Charlotte - Excellent reasoning for question 3 - using the inverse</p> <p>Luke - Fantastic representation of problems - bar model</p>	<p>Written in the wrong tense:</p> <p>Harry, Sophie, Sam</p> <p>Struggling with parentheses</p> <p>Mia, Freya, Daniel</p> <p>Fluency of long multiplication</p> <p>John, Eve, Ella</p>
Presentation	Basic Skills Errors
<p>Handwriting not legible when jotting down ideas</p> <p>Not using one square per digit</p> <p>Struggling to line up formal methods</p>	<p>Capital letters for proper nouns</p> <p>Number bonds to 20</p>
Misconceptions and Next Lesson Notes	
<p>Fronted adverbials without the comma</p> <p>Forgetting to put punctuation at the end of speech</p> <p>Struggling to remember how to x10,100 and 1000</p>	



## **Appendix 4**

### **Foundation subject specific marking**

#### **History and Geography**

- Learning objective written in the form of a 'Big Question' at the beginning of each lesson
- Self and peer lead marking; using the Big Question to assess their own and their peers understanding
- At the end of every half term, a whole-class feedback sheet to be filled out by the teacher and discussed with the class as a summary of their learning
- The level of understanding should be assessed against the ability of a child being able to answer the big questions. This could be done as a quiz, double-page spread or a poster at the end of a unit as well as discussions throughout a topic.

#### **Science**

- Learning objective to be written at the beginning of each piece of work. Either knowledge based or a 'working scientifically' objective
- Self and peer lead marking
- At the end of every half term, a whole-class feedback sheet to be filled out by the teacher and discussed with the class as a summary of their learning
- Assessment to be done in the form of a - low cognitive demand and threat - end of unit quiz that can be used as revision guides as they progress through the years

#### **Other Foundation subjects**

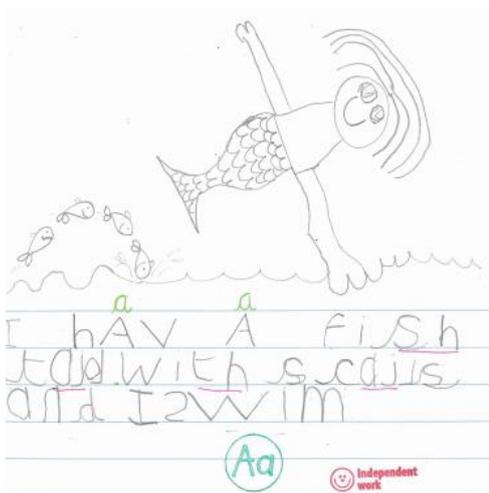
- Learning objective to be written at the beginning of each piece of work
- Self and peer lead marking



**Appendix 5**      **What might marking look like in a child's book?**

**Infants**

**Foundation**



Tickled pink to highlight correct spelling of digraphs. Green marking for growth identifying incorrect use of capital letters. Corresponding Aa target stamper used to highlight this. Independent work stamp.

**Year 1**



Thursday 12- December	I can write a recount of the Nativity Play.
(Aa)	I can use a capital letter at the start of a sentence and for a name.
(M)	I can leave finger spaces.
(dot) (Q)	I can write neatly on the lines, starting each letter on the line correctly.
(.)	I can use a full stop at the end of a

Pink ticks to acknowledge the success criteria, which have been met. Examples of vocabulary used written next to targets (time adverbials 'yesterday' and 'today' written in pink). Wow word vocabulary underlined in pink. CEW spelling errors highlighted in green.

Thursday, 10 th September 2020	I can retell the story 'the Colour Monster' by Anna Iwanas.	adjectives and wow
	with support	independent
(Aa)	I can use fingerspaces, capital letters and full stops accurately.	nse.
ed	I can use the past tense.	
(.)	I can use adjectives and wow words to describe emotions.	
	shiny big silver bright	
	because but	

LOOK at you colour monster  
your colours are all mixed up  
because you are confused.  
I no. ^{lets} Put the colours in ^{the} the  
big jar. This is happening  
It's yellow like the sun and the  
silver bright shiny stars. This  
is a day like like

My favourite  
the story  
of the  
the name

Pink highlighting acknowledges success criteria which have been met, examples of vocabulary used (adjectives and time adverbials) written next to target in pink.  
Green areas for growth highlighted.  
Purple polishing pen used by the child to edit own work.

Year 2



I can retell the story 'The Anagrams and the Wishing Tree' by Leith Maghail 22.4.2021

<p><b>Independent work</b></p> <ul style="list-style-type: none"> <li>I can include conjunctions in my writing. <b>and because but when if</b></li> <li>I can accurately use the past tense.</li> </ul>	<p><b>supported work</b></p> <ul style="list-style-type: none"> <li>I can use 'wow' words and 'show don't tell' to add detail to my writing.</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

the minute had a bump! The animals jumped into the wishing tree. **who** are you? **what** the animal? I'm the wishing tree.

* how gase There.

the wishing tree said you can have wishes and wish said the wishing tree.

jelly said pedro! well, not as people every thing said apart from gold.

I now said pedro **what** wish go **what** jelly and icecream.

First there was a magical, ~~magical~~ land called pogo Bogo. There was grass and snowy mountains. The sparkling pond. The nacher trees. All the animals.

All the animals were playing hid and seek. **unconsciously** Pedro wasn't good at hide and seek because he coped ~~tripping~~ leaping around. **Robey** knew Pedro was. Everyone **sniggered**. Robey grabbed Pedro's tail.

Next Pedro had a snight and came zombing down the slope and everyone came tumbling down ~~under~~ after Pedro the pig.

**Juniors**

LO: To write an opening of a narrative

**FA** As the peaceful summer passed, a blanket of sunset leaves replaced the warm sunshine. In the distance, the starlit sky ran faster towards the village. Standing **P** deadly still, stood a blinking streetlamp, towering over the road, buried in Autumn leaves. Glittering **CL** miraculously, appeared a strange shop from nowhere, a thousand ideas raced through my brain. **MY** **CL** Could this be real ~~reced~~ or am I dreaming? Should I go inside? Is it allowed to stay? Meanwhile, outside the ^{bizarre} ~~bizarre~~ building rumours rampaged, dreams danced and tattles were being traded.

miraculously

If the learning objective is achieved, the children will see a pink tick appear next to it. They will see up to 3 pink codes in the margin that match the underlined word or phrase. These could relate to learning objective, success criteria or feature of the text type. There will be green circles that indicate omitted punctuation and wiggly lines that indicate a misspelling that the children must correct. All edits (both teacher led and independent) will be done in pencil by the child. If there is a common misconception, this will be addressed as a whole class at the earliest opportunity.

Taron has done this calculation. Do you agree with him? Explain your answer.

$\begin{array}{r} 22 \\ \times 23 \\ \hline 66 \\ 440 \\ \hline 110 \end{array}$	$\begin{array}{r} 22 \\ \times 23 \\ \hline 66 \\ 440 \\ \hline 506 \end{array}$
----------------------------------------------------------------------------------	----------------------------------------------------------------------------------

**R** I don't agree with him because he has forgotten to do place value so he has done the sum wrong.

What does to do place value mean?  
sum = adding

In reasoning and problem solving, a pink R would indicate excellent thinking and/or explanation and a green R would draw their attention to how they could make it better. Occasionally, prompts about the reasoning would be written, although more often this will be addressed as whole class feedback. If there was a particularly effective strategy used this could be written in pink pen or spoken about with the child. Children are expected to respond to feedback by repeating a method or extending/rewriting an explanation

